



National  
Coaching  
Certification  
Program



# ***Gymnastics Foundations Theory – Planning a Lesson***

# **Gymnastics Canada**

## **National Coaching Certification Program**

### **Gymnastics Foundations Theory**

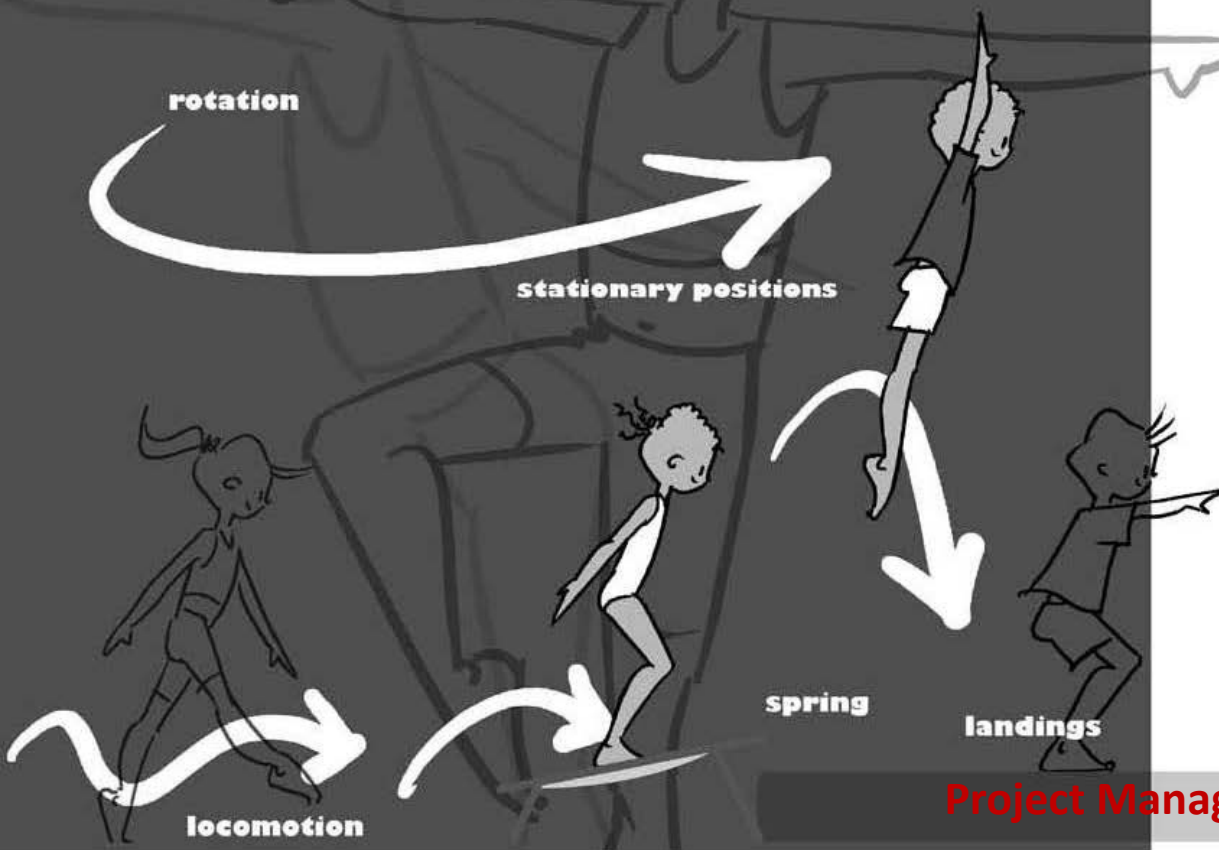
### **Planning a Lesson**

**Online delivery**

**2020**

# GYMNASTICS FOUNDATIONS

Theory



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Originally published in 2009 by Gymnastics  
Canada, revised in 2020

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**Production:** Elite Communication, translation services  
Paul Whittingham, production design  
Plum Copy, copyediting services

# Acknowledgements

Gymnastics Canada would like to thank all our Coach Developers for their continuous support, feedback, and collaboration in adapting this revised version of CAC's NCCP Planning a Practice module.



# PARTNERS IN COACH EDUCATION

The National Coaching Certification Program is a collaborative program of the Government of Canada, provincial/territorial governments, national/provincial/territorial sport organizations, and the Coaching Association of Canada.



The programs of this organization are funded in part by the Government of Canada.



# Introduction

Throughout this course, we will use a variety of learning methods, including:



Group/partner work



Sharing/discussing ideas



Completing/reading from handouts



Writing ideas/answers in your notebook

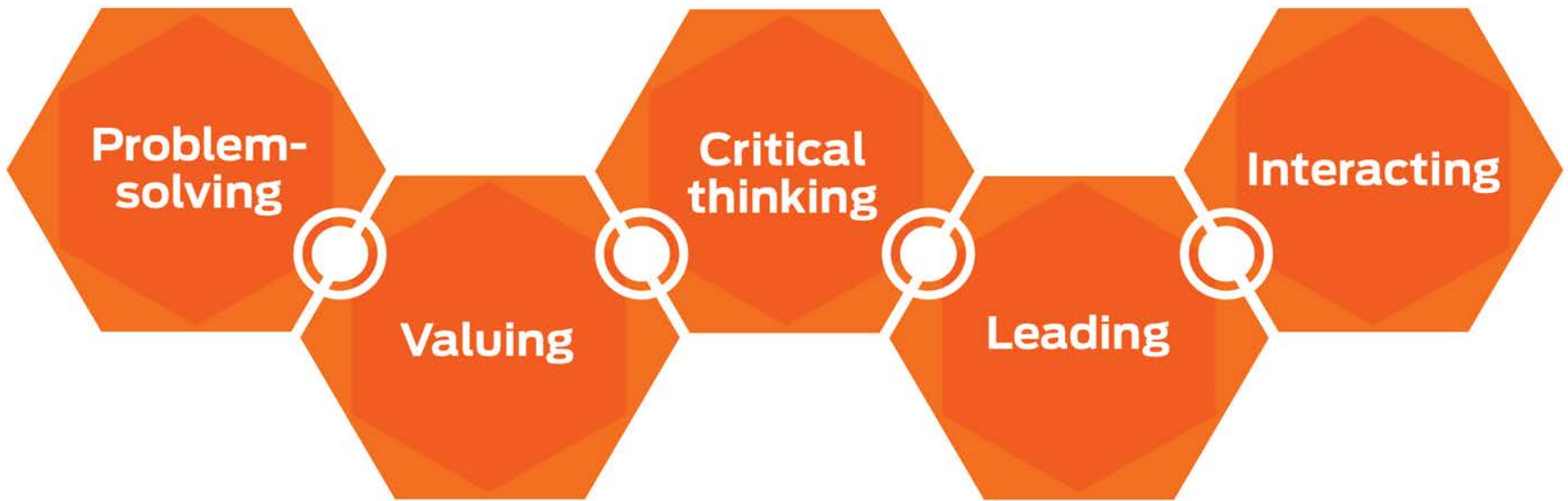
# Introduction

## **NCCP core competencies**

As you progress through the NCCP, you will work on developing five core competencies that will help you become a more effective coach and have a more meaningful impact on the athletes you work with.

# Introduction

## NCCP core competencies



# Introduction

Here are some of the ways these competencies come into play in the Planning a Lesson module:

## **Problem-solving:**

- Determine an appropriate structure for a lesson
- Design activities that develop both fundamental gymnastics skills and physical abilities
- Develop an Emergency Action Plan (EAP)\*

\*complete the EAP module online, through the Locker <https://thelocker.coach.ca/onlinelearning>

# Introduction

## Valuing:

- Appreciate how a structured and organized lesson promotes learning
- Appreciate the need to consider potential risk factors when planning lesson activities
- Ensure that activities respect growth and development of each participant
- Appreciate the importance of having an Emergency Action Plan

# Introduction

## **Critical thinking:**

- Compare current knowledge, skills, and attitudes with the information provided in the course

## **Leadership:**

- Where appropriate, develop a rationale for challenging the status quo about how certain learning activities are implemented
- Develop strategies to manage time and resources, given the need for safety and a long-term approach to development

# Introduction

## Interaction:

- Work with other coaches to design activities that develop fundamental gymnastics skills and physical abilities
- Work with other coaches to develop a sample lesson plan



# Learning Objectives

**Explain the importance of logistics in the development of a lesson plan**

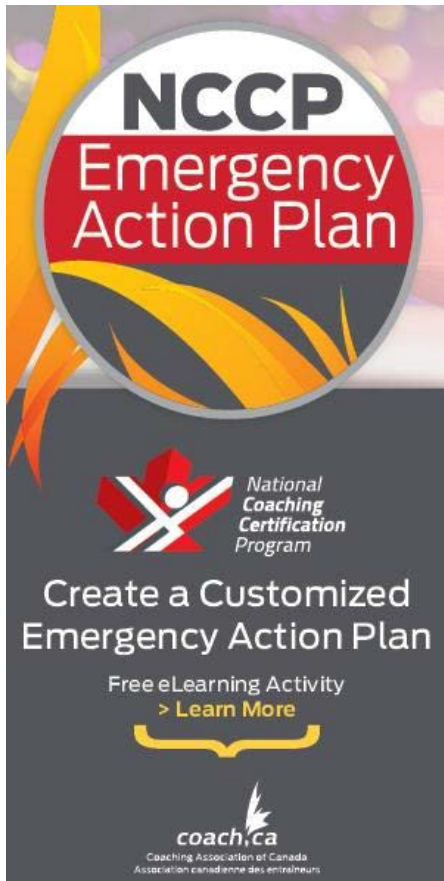
**Establish an appropriate structure for your lessons**

**Identify appropriate activities for each part of the lesson**

# Learning Objectives

## Emergency Action Plan

In addition to the online course in a virtual classroom, you are required to complete the FREE NCCP Emergency Action Plan module. This can be found in the Locker through your coach profile.



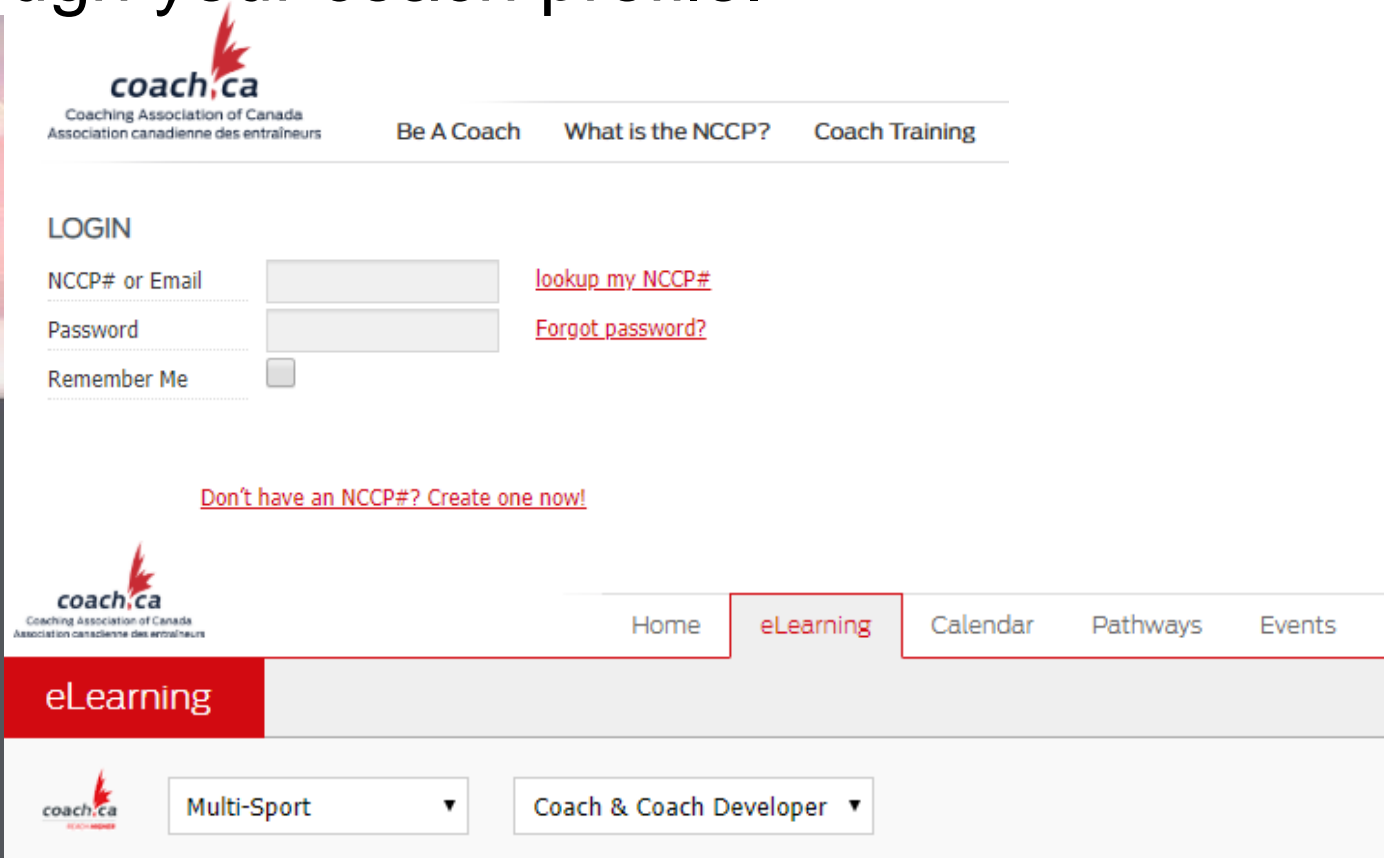
**NCCP**  
Emergency Action Plan

National Coaching Certification Program

Create a Customized Emergency Action Plan

Free eLearning Activity  
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# Course Outline

- **Plan** a lesson
- Who are my **participants**?
- **Safety** considerations
- What are the **logistics** of my lesson?
- What are the **objectives** of my lesson?
- Planning for **skill development**
- **Organizing** your lesson
- The **parts** of a lesson
- **Writing** your lesson plan
- Personal **risk management** plan

# PLAN A LESSON

# Plan a Lesson

- In this module, you will be developing your ability to plan a lesson that meets the standard of the National Coaching Certification Program (NCCP).
- When planning the various activities for the group you coach there are a number of things you need to consider.
- Reflect and think of some of the things you should consider to plan a great lesson.
- Record your ideas in your notebook.



# Plan a Lesson



# WHO ARE MY PARTICIPANTS?

# Who are my Participants?

## Physical literacy

is the...



...to be

**active for life**



# Who are my Participants?

- The participants' characteristics play an important role in determining what is important to emphasize during your lessons.
- Apart from physical maturity there are a number of other factors you will need to consider.

# Who are my Participants?

- Certain changes occur as children grow and mature.
- These changes, which affect every aspect of life and sport, can be divided into 4 areas or domains:

1. Physical

2. Cognitive

3. Perceptual/motor

4. Social/emotional



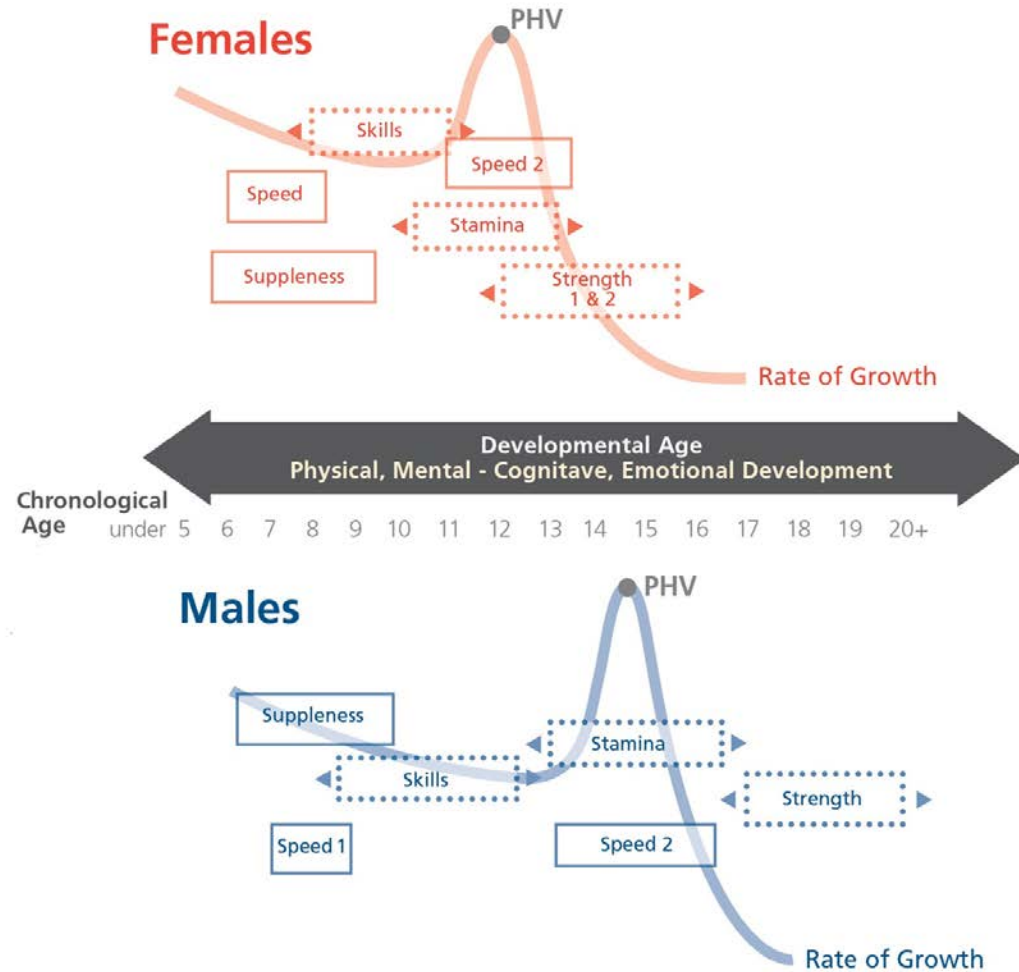
# Who are my Participants?

## Consider:

- Number of participants in attendance
- Age/maturity
- Skills and abilities
- Gaps in ability level
- Existing injuries
- Reasons why the participants are involved
- Awareness of individual or cultural considerations (cultural considerations, allergies, personality differences, time in the sport).
- Social/emotional needs

# Who are my Participants?

Activities should be developmentally appropriate, aligned with growth and development



# Who are my Participants?

The changes are predictable in their sequencing, but vary in when they start, how fast they develop, and the time to maturity (different systems mature at different times).

- The participant's **stage of physical and motor maturity** influences the participant's ability to adapt to fitness stimuli and ability to learn and perform skills.
- The participant's **stage of emotional and cognitive maturity** affects the participant's ability to focus, to cooperate, to comprehend, etc.

# Who are my Participants?

## Chronological age versus Biological age

- Chronological age is the age we refer to when asked how old we are. It is based on our date of birth.
- Biological age is based on long bone growth and sealing of the epiphysis plates, the areas of the bone that produce new cells for growth, and onset of puberty.
- A group of children of the same chronological age will differ by several years in their biological age and maturity of physical, motor, cognitive and emotional qualities.

# Who are my Participants?

## COACHES need to understand...

- **Some participants are early developers; others are late developers.**
- Children of the same age are not all at the same stage of their development. Some participants will reach puberty at a very young age (early developers) and, as such, may be advantaged for a short period of time when they train or compete against others of the same age group. Other children will not enter into puberty until a few years later (late developers).

# Who are my Participants?

- A given activity may be appropriate for training the athletic abilities of some participants, but not yet appropriate for others.
- Consequently, some of the characteristics of an activity (intensity, duration, and practise conditions) **may have to be adapted** to meet the needs of some children.





# Who are my Participants?

Taking differences into account when planning your lesson will provide each participant with an appropriate challenge and will increase the likelihood that each participant will experience success, enjoy the sport, and remain involved.

# Who are my Participants?

Active Start

FUNdamentals

Learn to  
Train

Train to  
Train

Train to  
Compete

Train to Win

Active for  
Life

*Source: Sport for Life, 2019*

# Who are my Participants?

Active Start

FUNdamentals

*Source: Sport for Life, 2019*

# Who are my Participants?

If you are currently helping coach a group.....

- How many participants in your program are doing other physical activities (such as another sport or dance)?
- What other physical activities are they doing?



# Who are my Participants?

## Diversity and Inclusion Considerations

- Gender
- Culture/religion
- Social/emotional differences
- Intellectual and physical disabilities
- Invisible disabilities
- Allergies
- Developmental differences

# Who are my Participants?

Once you know who the participants are as people, you can adapt your lessons as needed to:

- Meet participants' needs
- Keep them engaged
- Keep them safe
- Ensure they're having fun

# **SAFETY CONSIDERATIONS**

# Safety Considerations

- Keeping participants safe is your primary responsibility
- Consider potential environmental, mechanical and human risk factors, and design activities to minimize those risks
- Create an environment that is psychologically safe, where participants and coaches are able to be their authentic selves



# Safety Considerations

- Consider the nature of gymnastics and its inherent risks
- Have an emergency action plan (EAP) available.

**Reminder:** Completion of NCCP Emergency Action Plan (**FREE** online module in the Locker) is required as part of this module

# Safety Considerations

- By its very **nature**, physical activity and sport can present **some risk of injury**. One of the key responsibilities of the coach is to **manage the potential risks** that present themselves.
- This means that the coach must spend some time **thinking** about **potentially risky situations**, deciding which situations might pose **serious risks**, and then **determining** what practical **steps** you can take to **minimize those risks**. The common ingredient in all these tasks is **common sense**.

# Safety Considerations

## Risk Factors:

### 1. Equipment and Facility Risks

- Factors related to the quality and operating conditions of the equipment and the facilities. For example, damaged gymnastics equipment, loose cables, uneven mat surfaces, insufficient matting, height of apparatus, insufficient lighting, etc.
- Factors related to modifying the equipment for the age and skill of the participants.

# Safety Considerations

## 2. Human Risks

- Factors related to the participants and to the people who are associated with them, such as parents, coaches, volunteers, and event organizers.
- Human risks may also be related to a participant's individual characteristics (e.g. level of physical preparation, fitness, and ability) or behaviour (e.g. whether or not they are watching, listening, being cautious).

# **Safety Considerations**

## **2. Human Risks**

- Human factors related to coaches include their training and experience, their supervision of the participants, as well as the decisions they make about situations in which they place the participants.
- Human factors include enforcement of the rules and control of the gymnastics environment.

# **Safety Considerations**

## **3. Environmental Risks**

- Factors related to the weather or its effects on the lesson or site of the facility.
- Effects of heat, cold, and humidity especially during outdoor activities.
- Effects of snow, rain, etc. on parking lot, sidewalks, etc.

# **Safety Considerations**

## **Risk Management Strategies**

**1. Retain the risk** – The risk is inherent in the sport activity. In fact, often it is what attracts people to the activity. In gymnastics, swinging, spinning and elevation are essential parts of the activity. Retaining the risk is often a legitimate risk-management strategy.

# **Safety Considerations**

**2. Reduce the risk** – The coach takes measures to reduce the likelihood of the risk occurring, or the consequences if it does occur, through careful planning, supervision and education of participants.



# Safety Considerations

**3. Transfer the risk** – The risk is significant, and it is transferred to others through waivers (for adult participants) and liability insurance.

**4. Avoid the risk** – The risk is severe, and the coach avoids whatever may cause the risk.

# Safety Considerations

## 1. Equipment and Facility Risks

- You notice a small rip in one of the landing mats

## 2. Human Risks

- You notice that a participant is breaking the “one athlete on the apparatus at a time” rule

## 3. Environmental Risks

- The air conditioning broke at the gym, and you notice that many participants are increasingly sweating and look fatigued



# Safety Considerations

## Risks of my gymnastics Sport:

Example: Injury

## My Actions to Make it Safer:

Example: Safe/soft equipment, safe spotting techniques, teaching proper landings, informing about incorrect/harmful positions

- *Take a minute to reflect on ideas you have about actions to make gymnastics safer.*



# Safety Considerations

## Inspecting Equipment and Facilities

- Have a clear idea of what constitutes a safe equipment set-up.
- Complete a pre-activity visual safety check at the beginning of each lesson and again each time you move to a different area of the gym. Take steps to ensure deficiencies are corrected immediately. Otherwise, modify your planned activities.
- Assess the safety of the facility itself by completing a facility safety checklist

# Safety Considerations

## Informing Participants and Parents

- Post signs or highlight hazardous areas with pylons or bright colours.
- Properly explain the safety procedures and instructions related to all activities, and check that the participants understand them. Examples: If participants are required to cross paths, ask them to keep their heads up and to be alert to where others are, as they are moving around.

# Safety Considerations

## Supervision

- Participants need to be **constantly** supervised. Stop all activities when you have to leave the area, or delegate responsibility to a competent person.
- Ensure that the **number of participants** involved is **not so high** as to compromise adequate **supervision** and **safety**. The coach-to-participant ratio will vary depending on the age, experience and characteristics of the participants.

# Safety Considerations

## Follow Guidelines for Return to Play

- Ensure that guidelines for return to play are followed whenever an injury occurs.

# Safety Considerations

## NCCP Making Headway

- What to do to prevent concussions
- How to recognize the signs and symptoms of a concussion
- What to do when you suspect an athlete has a concussion
- How to ensure athletes return to play safely

**Learn more:**

<https://thelocker.coach.ca/onlinelearning>





# Safety Considerations



## Rule of Two Reminder

- The coach is never alone and out of sight with a participant without another screened coach or screened adult (parent or volunteer) present.
- Allow training environment to be open to observation.
- Applies to electronic communication.
- More information:  
[www.coach.ca/responsiblecoaching](http://www.coach.ca/responsiblecoaching)

**WHAT ARE THE  
LOGISTICS OF MY  
LESSON?**

# What are the Logistics?

## Logistics of a Lesson

- Equipment needed (or available)
- Length of the lesson (time available)
- Number of lessons per week
- Availability of other/assistant coaches
- Experience of other/assistant coaches

**WHAT ARE THE  
OBJECTIVES OF MY  
LESSON?**

# What are the Objectives?



## What am I trying to accomplish?

- What skills do participants need to learn or improve
- What is the purpose of the lesson  
(eg. develop strength, learn landings, etc.)
- What are the goals and short-term objectives
  - Goals of participant, coach, club, parent, etc.
- What time of the season is it (first class, or last class, for example)
- How does my lesson link with previous lessons
- How will it link with future lessons

# What are the Objectives?

## Goals

Take a moment to reflect on the possible goals of some of the individuals with a stake in your gymnastics program.

### **1. Coach goals**

For example: Become more confident teaching skills

### **2. The participant's goals**

For example: Learn how to do a cartwheel

# What are the Objectives?

## Goals

### **3. The participant's parents' goals**

For example: Improve their child's social skills

### **4. My head coach/program supervisors' goal for the program**

For example: Increase the number of participants in the program

# What are the Objectives?

What am I trying to accomplish?

**Develop**    **E**ndurance  
**Fitness**    **S**trength  
                  **P**ower  
                  **F**lexibility  
  
                  **A**gility  
                  **B**alance  
                  **C**oordination  
                  **S**patial Orientation



# What are the Objectives?

What am I trying to accomplish?

**Give an example of one thing you can do in your lesson to train....**

**E**ndurance

**S**trength

**P**ower

**F**lexibility

**A**gility

**B**alance

**C**oordination

**S**patial Orientation



# What are the Objectives?

What am I trying to accomplish?

## Develop Fundamentals:

- Swing, Spring, Stationary Positions, Rotation, Landings, Locomotion, Object Manipulation

# What are the Objectives?

What am I trying to accomplish?

**Give an example of one thing you can do in your lesson to train....**

- Swing, Spring, Stationary Positions, Rotation, Landings, Locomotion, Object Manipulation



# What are the Objectives?

What am I trying to accomplish?

**Reminder:**

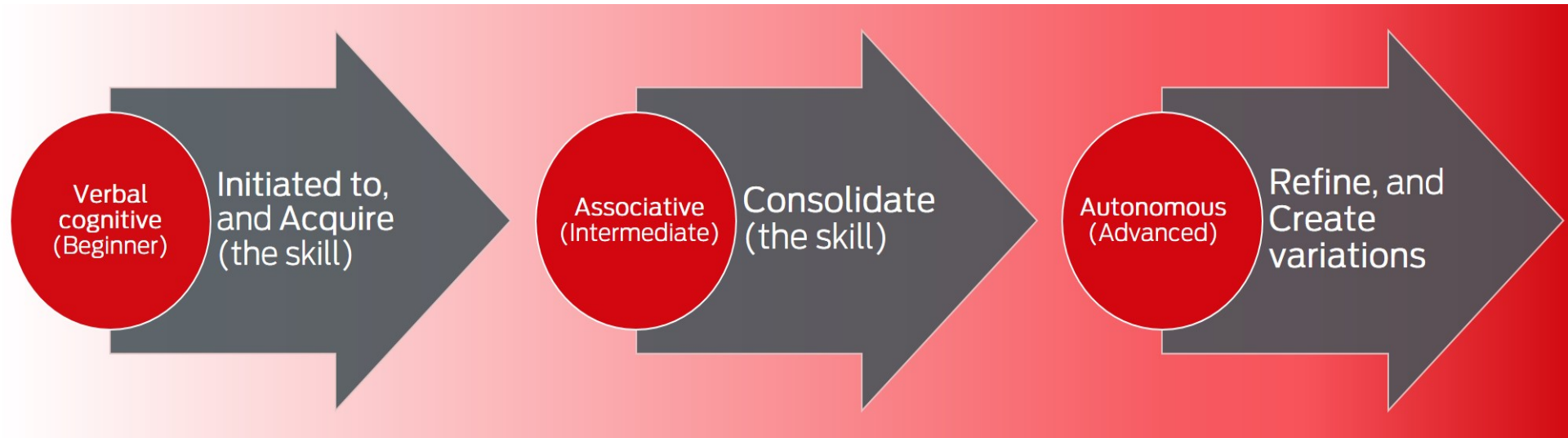
all lessons should be **safe & fun**

It's a good idea to keep Gymnastics Canada's educational philosophy of **Fun, Fitness, FUNdamentals** in mind when thinking about the objectives of your lesson.

# PLANNING FOR SKILL DEVELOPMENT

# Skill Development

## Stages of Skill Development



	<b>Initiate</b>	<b>Acquire</b>	<b>Consolidate</b>
<b>Key points to look for</b>	<ul style="list-style-type: none"> <li>• First contact</li> <li>• Participant may have no idea of what to do</li> </ul>	<ul style="list-style-type: none"> <li>• Participant can coordinate and execute key components of movements</li> <li>• May lack synchronization and flow (must think about how to do the movement)</li> </ul>	<ul style="list-style-type: none"> <li>• Skill executed correctly</li> <li>• Good synchronization and rhythm when not under pressure</li> <li>• Inconsistent performance under pressure</li> </ul>
<b>Participants need</b>	<ul style="list-style-type: none"> <li>• A clear mental picture of correct execution</li> <li>• To feel safe doing skill</li> <li>• To become comfortable with some of the movements</li> </ul>	<ul style="list-style-type: none"> <li>• To understand what they have to do</li> <li>• Lots of repetitions at slower pace</li> <li>• To practice on both sides</li> <li>• Trial and error with coach feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of repetitions, under varied conditions</li> <li>• To increase difficulty</li> <li>• More trial and error with less feedback</li> <li>• To practice under fatigue conditions</li> </ul>

# Skill Development

## Performance vs. Learning

- **Motor performance:** Refers to the athlete's behaviour when executing a task.
- **Learning:** Refers to the permanent change in motor performance (or skill) that occurs as a result of practice.
- Failure to appreciate the difference between performance and learning can lead to a misinterpretation of participants' progress or their actual ability to execute a task independently and consistently.



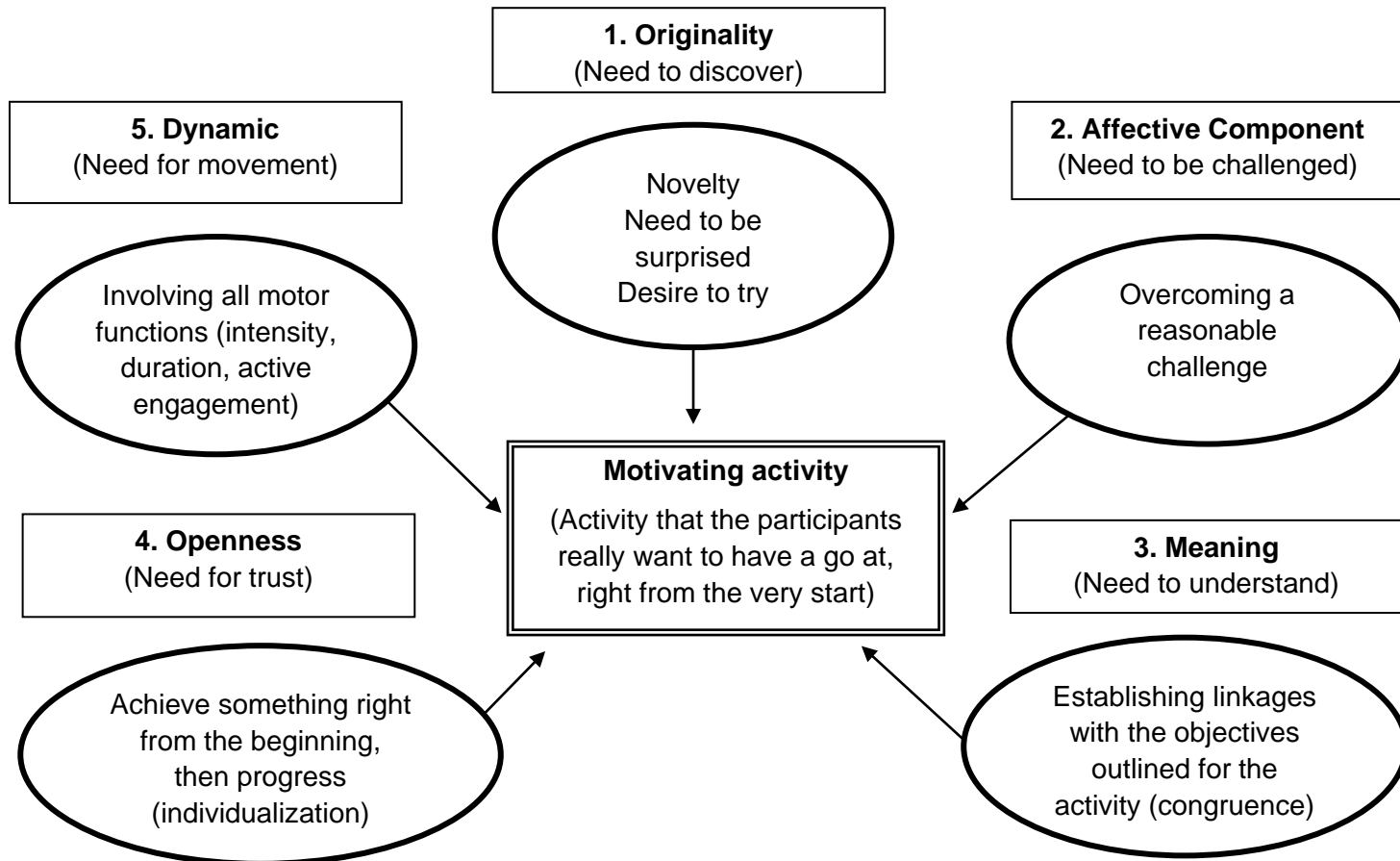
# Skill Development

A-D-A-P-T-I-V-E	Considerations
<b>Ability</b>	Skill tasks should match the participants' interests and abilities. Goals should be set with input from participants (and sometimes from the parents or caregivers).
<b>Difficulty</b>	Adapt the activity or task if it's too difficult (low success), too easy (high success without reward) or 1-sided (success for only 1 team or athlete).
<b>Area</b>	Select size, shape and playing surface so that equal participation is possible. For example, use floor markings with glare to replace floor markings that aren't readily visible to participants with visual impairments.
<b>Participants</b>	Change the number of participants involved, as needed. Consider participant groupings. For example, use pairings rather than large groups to focus on skill development opportunities and peer interaction.
<b>Time</b>	Adjust time on-task to reflect participants' needs. Adjust game time to allow for sufficient rest and recovery. Consider whether participants need more or less downtime or structure.
<b>Inclusion</b>	Where is your program on the inclusion spectrum? Adapt lesson structure and coaching methods to ensure all participants get what they need.
<b>Variability</b>	Allow participants to choose movement forms and skill tasks. Alter rules to optimize movement patterns and ensure appropriate level of success for different participants.
<b>Equipment</b>	Adapt size, shape, texture and weight of equipment to accommodate participants' needs to ensure safety, fun and success.

# ORGANIZING YOUR LESSON

# Organizing your Lesson

## Motivating Activity



# Organizing your Lesson

## The Challenge Zone

- When the requirements of an activity are too high for the participant's ability, he may become anxious or discouraged, and therefore may have difficulty learning.
- On the other hand, when the requirements are too low, the participant may quickly show signs of boredom or lack of interest.

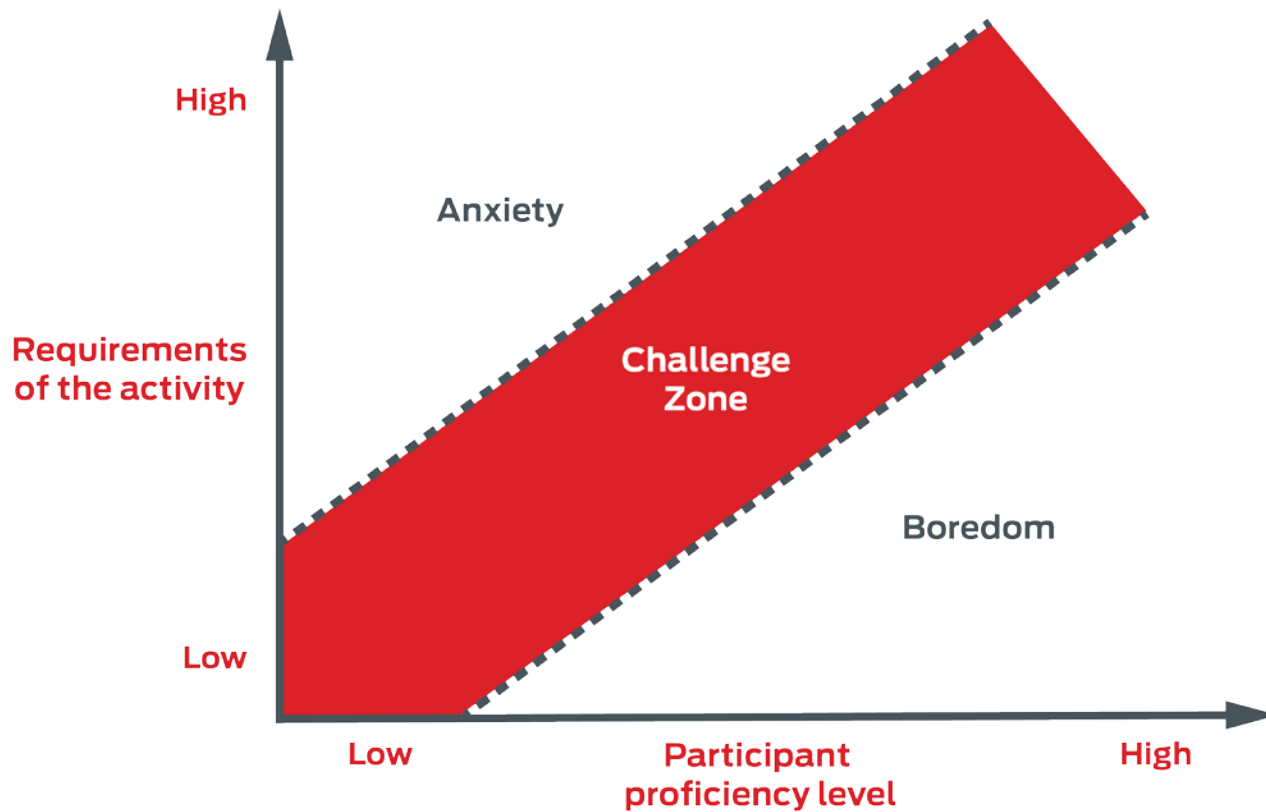
# Organizing your Lesson

## The Challenge Zone

- The difficulty level associated with the task must therefore be “optimal,” i.e. the participant must feel that they have the ability to succeed but that the activity represents a challenge. In other words, the participant will be motivated to learn when challenged at the appropriate level.
- As a general rule, if the participant’s success rate is approximately 2 times out of 3 tries, then the activity represents a suitable challenge.

# Organizing your Lesson

## The Challenge Zone



# Organizing your Lesson

## The Challenge Zone

### *Example: Animal Complex*

How can you make this more challenging for some participants and less frustrating for others?

**More Challenging:** Have the athlete complete everything going backwards

**Less Challenging:** Have the athlete complete the complex on a line on the floor



# Organizing your Lesson

## Adjusting Your Activities for a Range of Abilities within a Group

- When learning **motor skills** everyone progresses through predictable **stages**.
- The **time and the amount of practice** necessary to progress from one stage to the next can **vary** greatly from one person to another and it is rare for a group of participants to be at the same stage at the same time.



# Organizing your Lesson

## Adjusting Your Activities for a Range of Abilities within a Group

Therefore, it is important that you recognize the **stage of motor skill development** the participants are at, as well as the **specific needs** they have at each stage, and that you plan your lesson accordingly (i.e. that you select the right types of activities and the appropriate way to teach them).

# Organizing your Lesson

## Physical and Motor Components of a Skill

**Fundamental Movement Patterns:** Landing, Stationary position, Locomotion, Rotation, Spring, Swing, Object manipulation

**Fitness (Physical Components):** Endurance, Strength, Power, Flexibility

**Fitness (Motor Components):** Agility, Balance, Coordination, Spatial orientation

# Organizing your Lesson

## How to Organize a Lesson

When organizing your lesson, also consider:

- Structure of the lesson
- Choice of activities
- Order of activities
- Transition between activities to avoid wasting time
- Where you will stand
- What you will look for
- How/when you will give feedback

# Organizing your Lesson

## How to Organize a Lesson

- Make lessons safe, fun, challenging and motivating
- Know the participants
- Integrate guidelines presented in this module:
  - Safety
  - Logistics
  - Objectives
  - Organization of your lesson

# THE PARTS OF A LESSON

# The Parts of a Lesson

A well-structured lesson has **five** parts:

- 1. *The introduction:*** The coach prepares the site and equipment, welcomes the participants, and tells them what will happen during the lesson. This is also a good time to assess the general status of the participants.
- 2. *The warm-up:*** The coach plans activities that gradually activate and prepare the participants physically and mentally to effectively perform the main part of the lesson.

# The Parts of a Lesson

- 3. *The main part:*** The coach ensures a smooth flow of activities that are challenging for the participants and help them improve gymnastics-specific abilities and fitness. The activities chosen must be appropriate for the participants' age, fitness, and ability levels.
- 4. *The cool-down:*** To initiate the recovery of the body, the coach plans low-intensity transition activities between the more intense efforts of the main part and the end of the lesson.

# The Parts of a Lesson

- 5. *The conclusion:*** The coach provides some comments on the lesson and gives participants an opportunity to provide feedback. The coach ensures that the lesson ends on a positive and friendly note.



# The Parts of a Lesson

Lesson Part	Time	Key Elements
<p><b>Introduction</b></p> <p>Purpose is to greet participants and let them know what will be happening</p>	<p><b>Variable</b></p> <p>1-3 min</p>	<p><b>Before lesson begins:</b></p> <ul style="list-style-type: none"><li>☑ Inspect/Organize equipment</li><li>☑ Greet each participant</li><li>☑ Assess each participant's energy level and health</li></ul> <p><b>At the beginning of the lesson:</b></p> <ul style="list-style-type: none"><li>☑ Greet each participant by name</li><li>☑ Inquire as to their day, their health, etc.</li><li>☑ Review the goal(s) of the lesson and the activities planned</li></ul>

# The Parts of a Lesson

Lesson Part	Time	Key Elements
<p><b>Warm-up</b></p> <p>Purpose is to prepare the body (and mind) for the efforts of the main part of the lesson</p>	5-10 min	<p><b>General warm-up:</b></p> <ul style="list-style-type: none"><li>☑ General exercises or games to loosen muscles and raise body temperature</li><li>☑ Games (Safe running, Tag, etc.)</li><li>☑ Progressive dynamic range-of-movement exercises or activities</li><li>☑ Stretching games that appeal to the imagination</li></ul>

# The Parts of a Lesson

Lesson Part	Time	Key Elements
<p><b>Main part</b></p> <p>Purpose is to engage in activities that will help the participants to improve sport-specific skills and fitness in a fun context</p>	<p><b>Variable;</b> usually 25-60 min</p>	<ul style="list-style-type: none"> <li>☑ Demonstration of, and instructions for, activities</li> </ul>
		<ul style="list-style-type: none"> <li>☑ Safety instructions specific to activities (as required)</li> </ul>
	<ul style="list-style-type: none"> <li>☑ Group practice and feedback</li> </ul>	
	<ul style="list-style-type: none"> <li>☑ Circuits, Stations, Activities (linked in order)</li> </ul>	

# The Parts of a Lesson

Lesson Part	Time	Key Elements
<p><b>Main part</b></p> <p>Purpose is to engage in activities that will help the participants to improve sport-specific skills and fitness in a fun context</p>	<p><b>Variable;</b> usually 25-60 min</p>	<p>Things to Consider:</p> <ul style="list-style-type: none"> <li>☑ Activities should <b>provide challenges</b> so that participants learn and improve while enjoying themselves</li> </ul>
		<p>Activities that are <b>adapted</b> to the age, fitness level, and ability of the participants</p>
		<p>Activities that ideally serve two purposes at the same time - <b>skill development</b> and <b>fitness improvement</b></p>
		<ul style="list-style-type: none"> <li>☑ Participants are <b>active</b> (not standing around or waiting)</li> </ul>
		<ul style="list-style-type: none"> <li>☑ Participants allowed ample <b>time to practice</b> each activity</li> </ul>
	<ul style="list-style-type: none"> <li>☑ Participants experiencing many <b>small successes</b> while doing activities (activities broken down into many small steps)</li> </ul>	

# The Parts of a Lesson

Lesson Part	Time	Key Elements
<p><b>Cool-down</b></p> <p>Purpose is to begin recovery</p>	<p><b>Variable; 3-10 min</b></p>	<input checked="" type="checkbox"/> A gradual decrease in intensity
		<input checked="" type="checkbox"/> General exercises or games to loosen muscles and lower body temperature
		<input checked="" type="checkbox"/> Relaxation exercises
		<input checked="" type="checkbox"/> Games requiring imagination/imagery
		<input checked="" type="checkbox"/> Stretching, especially of muscles most used

# The Parts of a Lesson

Lesson Part	Time	Key Elements
<p><b>Conclusion</b></p> <p>Purpose is to debrief participants and tell them about the next lesson</p>	<p><b>Variable;</b> 1-2 min</p>	<p>☑ Provide and ask for feedback on what went well and what can be improved</p>
		<p>☑ Tell participants about the next lesson</p>
		<p>☑ Hand out stickers, lead group cheer, etc.</p>
		<p>☑ Say goodbye to each participant as they leave</p>

# WRITING YOUR LESSON PLAN

# Writing Your Lesson Plan

## Step 1: Logistics and Objective:

Complete the information section (group, location, date, time, etc.) and the objective(s) for the lesson you will be developing.

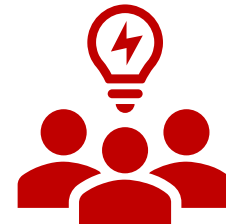
### Gymnastics Lesson Plan Template

GROUP: Level One (Bronze/Purple) Location: ABC gymnastics Club

Coach: Michelle Date: March 25, 2015

Helpers: N/A (Group only has 7 participants) Time: 12:00pm – 1:30pm

Objective(s): Develop Physical Abilities





# Writing Your Lesson Plan

## Step 2: Introduction and Conclusion:

Insert 1 - 3 introduction and conclusion activities for your lesson.

### Introduction

Time: 12:00-12:05

- Ask participants what they are learning at school.
- Ask them to share something fun they have done on the weekend.

### Conclusion

Time: 1:25-1:30

- Ask participants their favourite activity of the lesson
- Give high fives to all participants and ensure they exit safely



# Writing Your Lesson Plan

## Step 3: Warm Up and Cool Down

Insert one warm-up and cool-down activity for your lesson.



### Warm-up (Cardio, ROM, Skill Review)

Time: 12:05-12:15

- Relay races with locomotion and springs
- Review shapes:
  - Pike, tuck, straddle
  - Front support, rear support
  - Motorcycle landing
  - Candlestick
  - Wrists, ankles
  - Bridges

### Cool-down

Time: 1:15-1:25

- Partner balances/counter balances
- V-sit
- Front support
- Partners back to back – attempting to stand up
- Have participants only have a specific body part on the floor (i.e., 2 hands, 1 foot, 1 tummy)

# Writing Your Lesson Plan

## Step 3: Warm Up and Cool Down

Take a Minute to Reflect:

- *Does the warm-up link to the main part of the lesson?*
- *Is it developmentally appropriate?*
- *Is the skill sequenced properly?*
- *How will you introduce the lesson to get participants' attention and excite and motivate them?*
- *Does the cool-down link to the main part?*



# Writing Your Lesson Plan

## Step 4: Writing the Main Part

- Does it meet the objective?
- Is it developmentally appropriate?
- Is the skill sequenced properly?
- Will the participants be in the “challenge zone?”
- How can you modify this part to meet different skill and developmental levels?

# Writing Your Lesson Plan

## **Step 4 Writing the Main Part:**

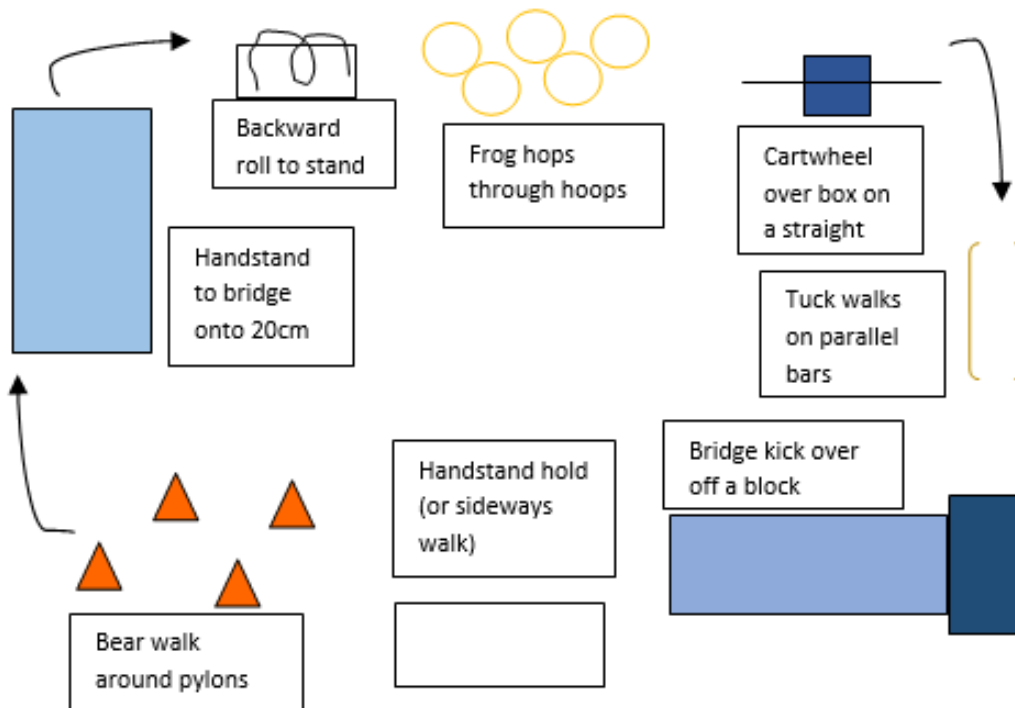
Insert 2 - 3 activities that you will teach the participants during the main part of the lesson. Make sure that your activities are related to your lesson objective. Include as much information as possible.



# Writing Your Lesson Plan

## Step 4 Writing the Main Part:

3. Jump onto box, squat/straddle on – shape jump off, land in motorcycle  
- Floor: Circuit



be pike, tuck, or straddle. Bridge kick over can done on the floor if the block is too easy.

### SAFETY CONSIDERATIONS

- Bars: A mat is under each bar being used
- Beam: A mat is under each beam and at the end of each beam (for dismounts). Make sure the height is appropriate for the participants
- Vault: ensure the springs give the correct bounce/force for the participants

### EVALUATION

- Difficulty getting all skills done with the amount of time we had
- Athletes enjoyed the activities (especially the games)
- The skills were an appropriate level for the athletes
- Difficulty getting all equipment for the activities (due to other groups using the equipment)

# **PERSONAL RISK MANAGEMENT PLAN**

# Personal Risk Management Plan

- The informed and prudent coach protects them self by implementing a personal risk-management plan.
- This plan helps the coach in two ways:
  1. It **promotes a safe** program and helps **prevent injuries** from occurring.
  2. It helps **protect** the coach from liability claims when an injury cannot be prevented.



# Personal Risk Management Plan

Coaches can, and should, practise their own personal risk management by following this ten-point plan:

1. Be familiar with and adhere to applicable standards, both written and unwritten, as well as internal policies and rules governing the facility, the sport, and your program.
2. Monitor the participants' fitness and skill levels and teach new skills in a progressive fashion suitable to their age and skills.  
***Never*** leave young participants unsupervised.

# Personal Risk Management Plan

3. If you do not have access to medical personnel or a qualified trainer, keep adequate first-aid supplies on hand; ideally, you should be trained in administering first aid.
4. Develop an **Emergency Action Plan** for the facility. Carry with you, at all times, emergency contact numbers and participants' medical profiles.\*

# Personal Risk Management Plan

5. Inspect facilities and equipment before every lesson. Take steps to ensure any deficiencies are corrected immediately, or adjust your activities accordingly to avoid the risk.
6. Work with your employer or sport organization to develop and use appropriately worded assumption-of-risk agreements in your programs. Where appropriate, develop and use agreements waiving liability; these are suitable only for adult participants.

# Personal Risk Management Plan

7. You ***should*** be covered by the liability insurance policy of your employer if you are paid for your coaching services, by the liability insurance policy of your organization if you are a volunteer coach. Find out whether you are covered. If you aren't, obtain your own insurance.
8. Don't be afraid to stop or withdraw from any activity that poses unreasonable risks. This could include stopping a lesson or removing participants from harm.

# Personal Risk Management Plan

9. Trust your common sense and intuition!
10. Actively pursue your own training, professional development, and coaching certification.

## **Note:**

**Ignorance of obligations is not recognized as a defence in lawsuits alleging negligence.**

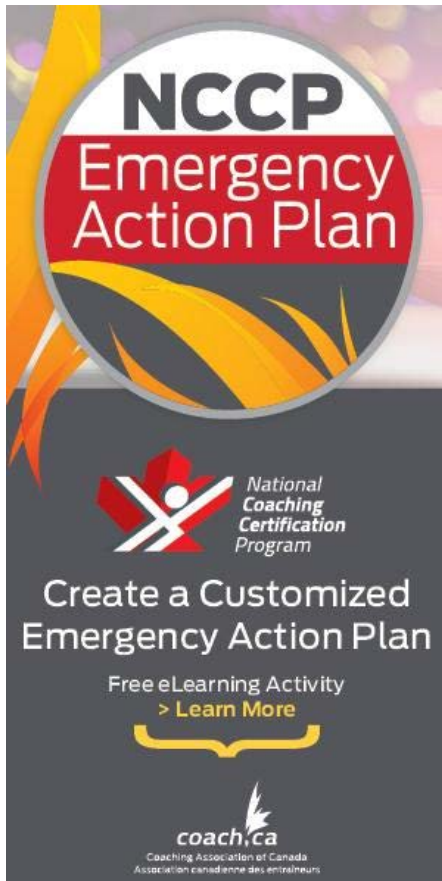
# Self-Assessment

I am able to...	Never	Sometimes	Often	Always
Explain the importance of logistics in the development of a lesson plan				
Establish an appropriate structure for my lessons				
Identify appropriate activities for each part of the lesson				

# REMINDER:

## Emergency Action Plan

In addition to this online course in a virtual classroom, you are required to complete the **FREE** NCCP Emergency Action Plan module. This can be found in the Locker through your coach profile.



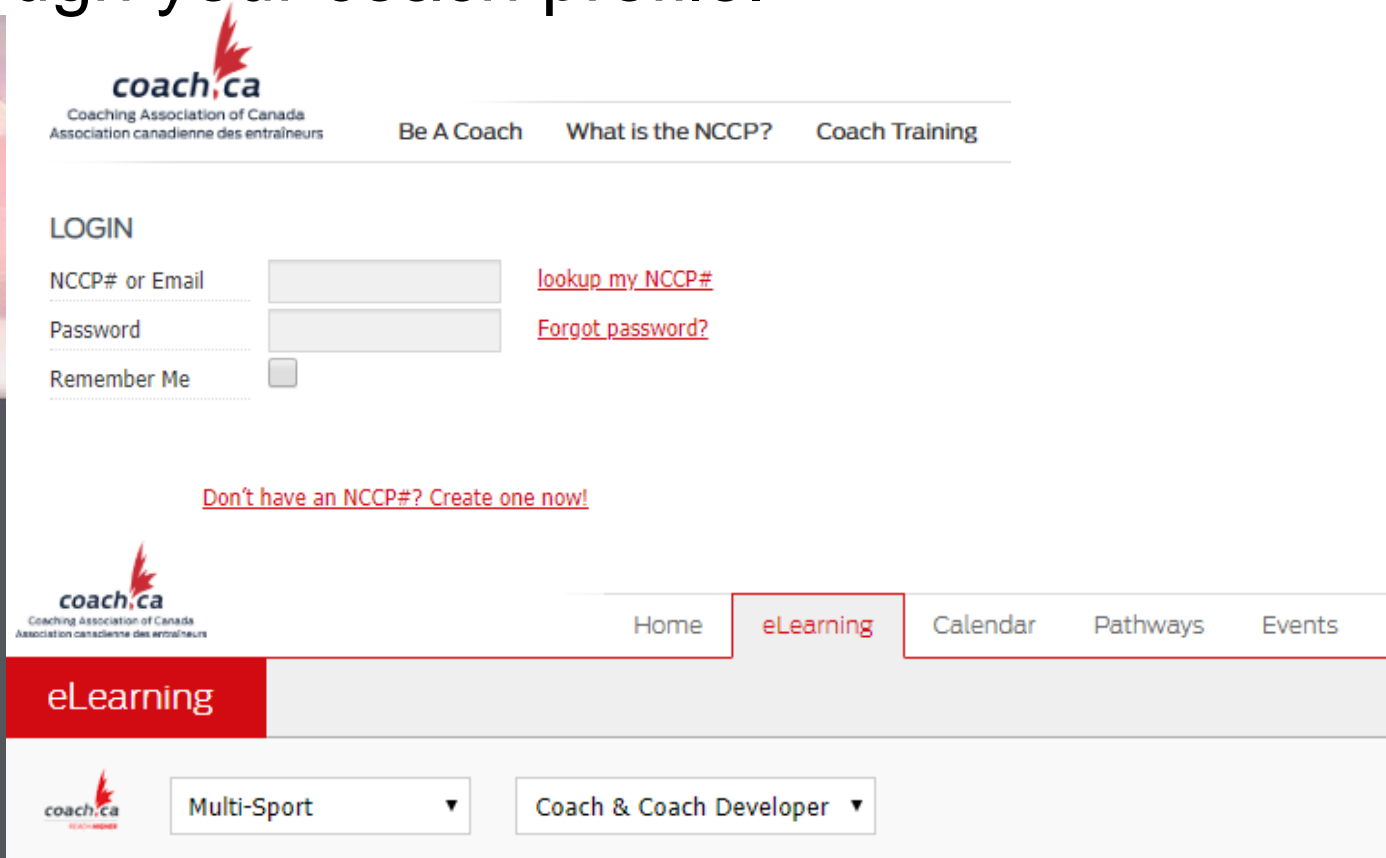
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Emergency Action Plan

National Coaching Certification Program

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Multi-Sport ▼ Coach & Coach Developer ▼

# Action Plan

**I will stop  
doing**


**I will  
continue  
doing**


**I will start  
doing**
